DOCUMENT RESUME

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TITLE	Increasing Participation (III-5). Description of Teacher Inservice Education Materials.
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ABSTRACT

The teacher program described here is designed to increase the teacher's ability to create an atmosphere in which freedom of expression emerges. The development of student participation is approached in the program through delineation of both teacher characteristics and guidelines for teacher performance. Information is provided in this description on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: INCREASING PARTICIPATION (III-5)

Publication Date(s): May, 1970

Intended Users: Elementary and secondary teachers who are looking for the teacher knowledge and skills necessary for the promotion of effective student participation.

Grade Level(s): K - 12

Number: Group

Primary Focus: To increase the teacher's ability to create an atmosphere where trust among the members (and a resulting freedom of expression emerges) is the main focus.

School subject(s) and/or in-service topic(s) covered: The development of student participation is approached from two directions. Characteristics of the successful teacher are described: approachable, responsible, mature, sensitive, fair, optimistic, etc. Guidelines of performance of the classroom are the second approach: topics, questions, initiation of participation, roles, classroom structure.

What participant does in using the materials: The participant attends the in-service training program which can be divided, if preferred. Two sessions appear adequate. The first session is preceded by a check list evaluation of the participant. Pre-testing of the subject is accomplished, a film strip is viewed and groups are formed for discussion. The second session includes a second evaluation of classroom performance, a post test measurement and follow-up activities.

Resources: The module contains instructions for both the facilitator and participant. A film strip viewer is necessary for the presentation. All written, reading and viewing resources are included with this product. The format of the sessions and time allotment is at the discretion of the facilitator. Extra workbooks (consumable) should be ordered for every participant.

Describer critique: This material is well documented and presented. It would probably be additional information to experienced teachers. The concepts are well developed. Sustaining interest in the program could require effort on the part of some. The nature of the material makes it difficult to present in any entertaining or stimulating format. However, a skilled instructor could turn this module into an interesting interaction among group participants.

Student Involvement

SP 013 912

B. IN-DEPTH INFORMATION

Title:	INCREASING PARTICIPATION (III-5)
Publication Date(s):	May, 1970
Intended Users:	Elementary and secondary teachers who are looking for the teacher knowledge and skills necessary for the promotion of effective student participation
Grade Level(s):	K - 12
Number:	Group
Primary Focus:	To increase the teacher's ability to create an atmosphere where trust among the members (and a resulting freedom of expression emerges) is the main focus.

1.0 PURPOSES:

Participation may develop spontaneously or it may be a pre-planned effort by the teacher to provide for classroom participation. In either case, for effective participation, the teacher must behave in such a manner that the students have a desire to participate. Student participation that exceeds mere "polite conversation" about inconsequential topics requires a stimulating classroom climate that preserves the intellectual integrity and personal identity of teachers and pupils. Inherent in such a psychologically healthy classroom is the opportunity for students and teachers to discuss and react to meaningful ideas in a non-threatening atmosphere. The program proposes to present ways to develop and maintain a classroom of this model.

2.0 CONTENT — Scope and Sequencing of Topics:

The program develops methods and ideas for creating a classroom atmosphere which encourages effective participation. The topics covered are:

1. Characteristics that describe a teacher who is most likely to succeed in increasing student participation, including:

Approachable	Adaptable
Responsible	Sensitive
Integrative	Broad
Responsible	Optimistic
Kindly	Trusting
Mature	Fair

2. Guidelines that support increased participation:

   a. Selection of appropriate topics for participation,
   b. Development and selection of good pivotal and leading questions,
   c. Initiation of participation,
   d. Recognition of and provision for the roles assumed by the discussion leader (teacher) and participants (students), and
   e. The arrangements of the structure of the classroom which will increase effective participation.

In addition to the module is a coordinated filmstrip/tape presentation, "Increasing Participation."

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participants attend the in-service training activity which is developed at the discretion of the facilitator. Two sessions appear adequate. The first session is preceded by a check list evaluation of the participant's classroom behavior. Pre-testing of the subject is accomplished, a film strip is viewed and groups are formed for discussion. The second session includes a second evaluation of classroom performance, a post-test measurement and follow-up activities.

3.2 Help given in use of product:

The program contains instructions for both the facilitator and participant. A film strip viewer is necessary for the presentation. All written, reading and viewing resources are included with this product. The format of the sessions and time allotment is at the discretion of the facilitator. Extra workbooks (consumable) should be ordered for every participant.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The pre-assessment and post-assessment tests provide evidence of the extent of knowlege on increasing student participation that has been acquired. Pre and post rating performances on the classroom checklist provide evidence of demonstratable improvement.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The Module contains 1 filmstrip, 1 cassette tape, a 16 page consumable workbook for participant's use and a 43 page instructor's booklet covering the total program. A film strip projector is needed for viewing the program. The product contains all of the written, viewing and reading resources needed. Extra participant workbooks should be ordered for each participant. An individual should be designated to administer the program. Programming of the class is left to the discretion of the administrator or facilitator; two 1-1½ hour sessions seem adequate but this is not suggested by the developer.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard, South
Chipley, Florida 32428

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INCREASING PARTICIPATION (III - 5)	$4.25 (Total)	-	1	Yes
(contains) 1 film strip "Promoting Participation"	$1.50			
1 audiotape "Promoting Participation"	$1.75			
module	$ .60			
consumable	$ .40			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The first edition was prepared by Mrs. Elizabeth Taylor - Broward County .

The present edition was prepared by the revision team of:
Dr. Donald E. Orlosky, Team Coordinator, University of South Florida,
Dr. Richard L. Ober, University of South Florida, and
Dr. Margaret W. Wood, Stetson University.

6.2 How developed and when:

This module was produced for use in training projects through a grant from the U.S. Office of Education to the State of Florida Department of Education under the Title V Higher Education Act of 1965. The module was extensively revised after field testing in 1969 projects. The present edition, with the resulting revisions, was prepared in April, 1970.

6.3 Evidence of effectiveness with users:

The extensive field testing in 1969 is the only evidence of effectiveness with users mentioned. Data from these field tests were not available at the time of this product review.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This program offers methods and techniques which encourage participation in the classroom. Since the material is of a subjective nature, participant reaction to "content accuracy" is likely to vary.

The technical quality is good.

Content accuracy/social fairness/community acceptance issues:

All information and directions are included to accomplish the aims and goals of the module. To the extent the users agree with these, the content can be considered accurate.

No evidence of race, sex or ethnic bias is shown.

No community acceptance issues would be involved.

Overall summary/comment:

This material is of a subjective nature and it is difficult to evaluate its real effectiveness. Reactions on the part of participants will differ according to their acceptance of it. It appears to the reviewer to be a low key, demanding program that requires full participant attention.